

**BUSINESS B715
PRINCIPLES OF LEADERSHIP
Spring/Summer 2023 Course Outline**

**Human Resources and Management Area
DeGroot School of Business, McMaster University**

COURSE OBJECTIVE

The objective of this course is to prepare students to take on increasingly higher levels of leadership in their organizations, creating career paths for personal success, organizational effectiveness and contribution to society at large. **Education with Purpose.**

INSTRUCTOR AND CONTACT INFORMATION

Monday 7-10 pm

Professor

Helen Chen, PhD

Chenh227@mcmaster.ca

Office Hours: By appointment

TA: TBD

Office Hours: By appointment

COURSE ELEMENTS

Credit Value:	3	Leadership:	Yes	IT skills:	Yes	Global view:	Yes
Avenue:	Yes	Ethics:	Yes	Numeracy:	Yes	Written skills:	Yes
Participation:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	Yes
Evidence-based:	Yes	Experiential:	Yes	Final Exam:	No	Guest speaker(s):	NO

COURSE DESCRIPTION

This course reviews the key concepts, approaches, models and theories of leadership, with real practical opportunity to apply them. Fundamental leadership skills will be introduced with opportunities for student self-assessment and development planning. The objective of the course is to prepare students to a career of leadership in and of organizations. Basic knowledge is delivered through readings and lectures. Students will be exposed to leadership experiences in a number of ways, including but not limited to case analysis, class discussion, experiential activities & self-reflection, simulations and peer coaching.

LEARNING OUTCOMES

Upon successful completion of this course, students will:

- Understand key principles of leadership and theories and frameworks;
 - Understand the progression and changing nature of leadership at different levels;
 - Gain self-awareness of own strengths and weaknesses and build plan for continuous development in leadership roles;
 - Learn practical skills leading in ambiguous and challenging situations;
 - Been exposed to coaching, having difficult conversations and developing talent
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REQUIRED COURSE MATERIALS AND READINGS

Required Readings:

Case Studies & Simulation

Cases and simulation materials need to be purchased by the student from Harvard Business Publishing using the following link: <https://hbsp.harvard.edu/import/1054863>

Articles

Information posted on Avenue weekly

COMMUNICATION AND FEEDBACK

Students who are uncomfortable in directly approaching an instructor regarding a course concern may send a confidential and anonymous email to the respective Area Chair or Associate Dean:

<http://mbastudent.degroote.mcmaster.ca/contact/anonymous/>

Students who wish to correspond with instructors or TAs directly via email must send messages from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should **NOT** be sent to the Administrative Assistant. Instructors normally conduct an informal course review with students by Week #4 to allow time for modifications in curriculum delivery. Instructors normally provide evaluation feedback for at least 10% of the final grade to students prior to Week #8 in the term.

EVALUATION

Components and Weights

Participation & Course Contribution (Individual)	20%	All Classes
Leadership Learning Portfolio (Individual)	40%	July 28
Simulation & Reflection (Group)	20%	July 3, July 14
Team Presentation (Group)	20%	July 10

Grade Conversion

The DeGroote School's standard MBA letter/percentage conversion scale is used in this course, as follows.

LETTER GRADE	PERCENT	LETTER GRADE	PERCENT
A+	90-100	B+	75-79
A	85-89	B	70-74
A-	80-84	B-	65-69
		F	00-64

COURSE DELIVERABLES

PARTICIPATION & COURSE CONTRIBUTION

Leadership by definition is an act carried out in the collective context, thus learning about leadership must be a collaborative experience. You will not only learn from the readings, exercises, and (maybe) me, but it is expected that you will also learn from self-reflection and from one another. This will occur through class discussions, exercises and your group work. As a result, a component of your grade is tied to the contribution you make to our learning community.

Verbal participation in class is certainly one key component of our learning community, since this is an essential part of our shared pedagogical experience. Both the quantity and quality of your contribution matters. Offer your ideas, substantiating them with facts from course material, or from your prior experience and intuition. Adopt an open-minded stance, entertain new ideas from others and consider how your viewpoints might change in light of these new insights.

Given our limited amount of time together, talking without positively contributing to the discussion is not helpful. However, I want to stress that positive contributions are not necessarily “right” answers. I encourage you to experiment and take risks. “Wrong” answers can be instructive, and debate is often a good way to learn. Positive contributions, in this learning context, are defined as those that advance the understanding of leadership by presenting new ideas or insights, or by building on others’ comments, or by presenting a counterpoint to others’ comments in a respectful way. And, for some important issues, the key will be to highlight the tradeoffs between two right answers or two wrong answers, and important contributions are made when your contribution help us see this tension.

All that said, your contribution to our learning environment is more than just your participation in class discussion. Your active engagement in the various exercises we will conduct in class, helping one another with the course material, making suggestions about the course, etc. are all also critical aspects of your contribution to the learning environment.

Two necessary elements of your contribution to the learning community are a) your attendance and engagement in class, since you cannot contribute if you are not present; b) your contribution and professionalism during class. With regard to the latter, anything that has potential to distract your classmates (and/or me) or that I view as unprofessional can impact your contribution to the learning community as far down to zero or negative points (**Please read again and be very clear:** if your behavior is egregiously disrespectful or harmful to the learning environment, I reserve the right to assign negative points for this component of your grade).

Attendance & Engagement (10%)

Complete the End-of-Class Memo. In the last 10-15 minutes of each class, you will complete a memo in which you will note your key takeaway from the class and relate class material to your experiences.

The memos are not graded in terms of writing quality and format, thus bullet point format or even mind map will do. I read every memo to stay on top of your experience from the class. (Tip: this activity will help you with the final assignment in the course.)

Contribution & Professionalism (10%)

Substantive positive contributions are expected from all students.

LEADERSHIP LEARNING PORTFOLIO

Leadership is a personal journey. This assignment is designed with the intention to provide you with an opportunity to conduct self-analysis and reflection, receive peer coaching & feedback, and craft

your leadership roadmap. This assignment has a variety of components, grouped into two main categories. You will submit two separate reports for this assignment.

Self-Reflection & Development Planning (20%)

Self-analysis.

During the course, you will have opportunities to complete self-assessment on topics related to personal characteristic, strengths and weaknesses, value clarification etc., to gain self-awareness and deepen your self-understanding. The results of these self-assessment tools will become one source of the input for your self-reflection.

Peer Feedback.

During the course, you will be introduced to practical tools and strategies for coaching and feedback and have opportunities to practice related skills. You need to seek feedback from a minimum of two trusted peers, and incorporate the peer feedback in your self-reflection.

Leadership Vision.

Upon learning the core topics introduced in this course and completing a thorough self-analysis, you shall craft a personal leadership vision.

Development Plan.

During the course, you will be introduced to development strategies that you can apply throughout your career to continue developing and perfecting your leadership craft. You will create a development plan for your immediate job/career.

You will integrate the above element into a personal portfolio. The accepted document types for this assignment are PDF or WORD. Name your file using the following convention: [YourLastname_YourFirstInitial].PersonalPortfolio.docx and upload on Avenue.

Course Takeaways (20%)

Rather than having an exam, I hope this option is less stressful and more useful. It serves the following purposes: (1) to facilitate retention of course content by relating it to your experiences and concerns (2) to see how all the material works together to yield an integrated understanding of leadership in a variety of context, and (3) to use in complicated situations you will face in the future (e.g., when dealing with work-related crisis, when facing ambiguous but critical challenges, when contemplating or dealing with a job or career change, or simply templating your leadership career after a rough day). These are ideal moments to have concise, value-tested takeaways captured for yourself in ways that are meaningful to you.

There are two options for you to choose to complete this assignment. Regardless of which option you choose, your course takeaways should articulate clearly to your readers how your thinking has been shaped by your engagement with the course materials, in-class discussions and exercises, and interactions with your professor and classmates.

(1) The Recommended Option. In this day and age of generative AI, the use of standard, written essay employed universally in higher education as an assessment mechanism has been greatly challenged. Upon contemplating the value and utility of an assignment in a course like this, I would like to encourage you to take on the challenge of a non-essay delivery that accomplish the learning goal, rather than using the default essay option. The bottom line is, I want this to be useful to you, either as a memory aid or a reference. I list some ideas below, feel free to use or think of other option you feel that speaks to you more intimately (please run the ideas by me if you have doubt whether it is suitable).

- A video conversation between your future and current selves
- Letter to your future self
- Powerpoint about the course content that applies to your coop
- A series of Emails/Text Messages/Facebook Posting etc..about course concepts that you automate to send to yourself throughout your coop
- Short film where the plot hinges on a course concept
- Video acting out Leadership do's and don'ts
- Picture book about the course
- Summary cheat sheet / mind-map of the course
- Visual representation of the course concepts
- Parable about a key course concept
- Montage of clips from real movies / tv shows that illustrate course concepts
- Songs about the course concepts
- Name your file using the following convention:

For this option, use appropriate file type. Name your file using the following naming convention: [YourLastname_YourFirstInitial].Takeaways.{filetype} and upload onto Avenue.

(2) The Default Option. In 1200-1500 words, please discuss the following questions:

- What key ideas or information have you learned about leadership? Connect these learnings as specifically as possible to your work experience.
- If relevant, how do you plan to apply the content of the course in your work? Connect these learnings to your work experience.
- What have you learned about the human dimension of leadership? For example, how have you changed in some important way? have you changed in your ability to interact with others?
- Come up with a metaphor / visual anchor / image that captures a key learning of the course. Describe this. Make it memorable.
- What advice would you give a future student about how to get the most out of learning leadership?

For the default option, the accepted document types for this assignment are PDF or WORD. Name your file using the following convention: [YourLastname_YourFirstInitial].Takeaways.docx and upload onto Avenue.

SIMULATION AND GROUP PRESENTATION

The purpose of the team assignments is to familiarize students with practitioner perspectives on the importance of leadership, the changing skills necessary to transition up the levels of leadership, and career tactics for navigating the transitions. Students will form teams and each team will complete a virtual simulation, a written reflection of the experience and deliver a group presentation based on the simulation case. Students will form teams of 5 during the first class. Each team will email Dr. Chen (chenh227@mcmaster.ca) a list of team members' names (first and last) with their email addresses. The email will be copied to all team members. If a team member does not make a fair contribution to the work of the team, the other team members may remove that person from the team by informing the Professor and not including that person's name on the team's submitted work.

Simulation & Reflection (20%)

You will participate in a virtual leadership simulation, dealing with a large scale, developing crisis. The outcome of the simulation will count about for 5% of the grade. After the simulation, you will debrief as a leadership team to share your working experiences and assess each other's performance as a leader.

In the reflection, you should cover three main questions: (a) what worked well (b) what did not work well (c) what would you do differently if/when you face a similar situation. This reflection shall focus on your collaborative working process as a leadership team.

In the assessment of team member's performance, you need come to consensus of a rank order of performance (from top to bottom) of every member on the team. Understandably, this might be an uncomfortable task, but this is designed as a leadership practice of having honest, albeit difficult conversations. The actual rank order will not affect your assignment grade. As noted already, if a team member does not make fair contribution to the project, this person can be removed from the submitted work and receive a zero grade.

You will submit a report (750-1000 words) based on your team debriefing and reflection, capturing any insights, learnings and any recommendations of leadership practices. The accepted document types for this assignment are PDF or WORD. Name your file using the following convention: [Group#].SimulationReflection.docx and upload onto Avenue.

Group Presentation (20%)

After completing the simulation, your team will deliver a group presentation based on the analysis the simulation case. Details will be provided with the simulation.

NOTE: The use of GenerateAI is strictly prohibited in submitted assignment deliverables. In every document you submit, please include a signed disclaimer: *I (we), _____, confirm that the writing is my (our) original work and reflects my (our) own thinking.*

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ACADEMIC DISHONESTY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

www.mcmaster.ca/academicintegrity

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
 2. Improper collaboration in group work.
 3. Copying or using unauthorized aids in tests and examinations
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AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

ON-LINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or

Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

MISSED ACADEMIC WORK

Missed Mid-Term Examinations / Tests / Class Participation

Where students miss a regularly scheduled mid-term or class participation for legitimate reasons as determined by the Student Experience – Academic (MBA) office, the weight for that test/participation will be distributed across other evaluative components of the course at the discretion of the instructor. Documentation explaining such an absence must be provided to the Student Experience – Academic (MBA) office within five (5) working days upon returning to school.

To document absences for health related reasons, please provide to Student Experience – Academic (MBA) office the Petition for Relief for MBA Missed Term Work and the McMaster University Student Health Certificate which can be found on the DeGroote website at <http://mbastudent.degroote.mcmaster.ca/forms-and-applications/>. Please do not use the online McMaster Student Absence Form as this is for Undergraduate students only. University policy states that a student may submit a maximum of three (3) medical certificates per year after which the student must meet with the Director of the program.

To document absences for reasons other than health related, please provide Student Experience – Academic (MBA) office the Petition for Relief for MBA Missed Term Work and documentation supporting the reason for the absence.

Students unable to write a mid-term at the posted exam time due to the following reasons: religious; work-related (for part-time students only); representing university at an academic or varsity athletic event; conflicts between two overlapping scheduled mid-term exams; or other extenuating circumstances, have the option of applying for special exam arrangements. Such requests must be made to the Student Experience – Academic (MBA) office at least ten (10) working days before the scheduled exam along with acceptable documentation. Instructors cannot themselves allow students to unofficially write make-up exams/tests. Adjudication of the request must be handled by Student Experience – Academic (MBA).

If a mid-term exam is missed without a valid reason, students will receive a grade of zero (0) for that component.

Missed Final Examinations

A student who misses a final examination without good reason will receive a mark of 0 on the examination.

All applications for deferred and special examination arrangements must be made to the Student Experience – Academic (MBA) office. Failure to meet the stated deadlines may result in the denial of these arrangements. Deferred examination privileges, if granted, must be satisfied during the

examination period at the end of the following term. There will be one common sitting for all deferred exams.

Failure to write an approved deferred examination at the pre-scheduled time will result in a failure for that examination, except in the case of exceptional circumstances where documentation has been provided and approved. Upon approval, no credit will be given for the course, and the notation N.C. (no credit) will be placed on the student's transcript. Students receiving no credit for a required course must repeat the course. Optional or elective courses for which no credit is given may be repeated or replaced with another course of equal credit value.

Requests for a second deferral or rescheduling of a deferred examination will not be considered. Any student who is unable to write a final examination because of illness is required to submit the Application for Deferred MBA Final Examination and a statement from a doctor certifying illness on the date of the examination. The Application for Deferred MBA Final Examination and the McMaster University Student Health Certificate can be found on the DeGroote website at <http://mbastudent.degroote.mcmaster.ca/forms-and-applications/> Please do not use the online McMaster Student Absence Form as this is for Undergraduate students only. Students who write examinations while ill will not be given special consideration after the fact.

In such cases, the request for a deferred examination privilege must be made in writing to the Student Experience – Academic (MBA) office within five business days of the missed examination. Special examination arrangements may be made for students unable to write at the posted exam time due to compelling reasons (for example religious, or for part-time students only, work-related reasons):

- Students who have religious obligations which make it impossible to write examinations at the times posted are required to produce a letter from their religious leader stating that they are unable to be present owing to a religious obligation.
- Part-time students who have business commitments which make it impossible to write examinations at the times posted are required to produce a letter on company letterhead from the student's immediate supervisor stating that they are unable to be present owing to a specific job commitment.

In such cases, applications must be made in writing to the Student Experience – Academic (MBA) office at least ten business days before the scheduled examination date and acceptable documentation must be supplied.

If a student is representing the University at an academic or athletic event and is available at an overlapping scheduled time of the test/examination, the student may write the test/examination at an approved location with an approved invigilator, as determined by the Student Experience – Academic (MBA) office.

In such cases, the request for a deferred examination privilege must be made in writing to the Student Experience – Academic (MBA) office within ten business days of the end of the examination period.

Note: A fee of \$50 will be charged for a deferred exam written on campus and a fee of \$100 for deferred exams written elsewhere. In cases where the student's standing is in doubt, the Graduate

Admissions and Study Committee may require that the student with one or more deferred examination privileges refrain from re-registering until the examination(s) have been cleared.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

<http://sas.mcmaster.ca>

RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

POTENTIAL MODIFICATION TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the

responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

ACKNOWLEDGEMENT OF COURSE POLICIES

Your registration and continuous participation (e.g. on A2L, in the classroom, etc.) to the various learning activities will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

BUSINESS B715: PRINCIPLES OF LEADERSHIP, Spring/Summer 2023 Course Schedule

Class	Date	Topic	Class Activities	Readings (Before Class)
1	5/1	Overview & Introduction	Course Overview Basic concepts about leadership: truth or myth	
2	5/8	Introduction to Leadership: Theories & Approaches	Leadership Gallery	*you may skim these articles* Learning charisma. Transform yourself into the person others want to follow. Narcissistic leaders: The incredible pros, the inevitable cons.
3	5/15	(con't) Introduction to Leadership: From theory to application	Case analysis	What leaders really do <i>Case: MBA Hackers</i>
(5/22) Holiday, No Class				
4	5/29	Leading Self: -the promotable individual contributor -transition to first time manager	Self-diagnosis activities -VIA strength -Aspiration	Why should anyone be led by you? Leadership guide for first-time managers.
5	6/5	Leading Others -Communication -Influence & Persuasion	Team activities Your influencing style	Harnessing the science of persuasion. Necessary art of persuasion.
6	6/12	Leading Others -Coaching & Developing Talent -Difficult Conversation	Case analysis Peer coaching	<i>Case: Coach McKeever</i>
7	6/19	Leading Function -Decision Making -Cognitive Biases & Heuristic	Leadership decision making exercise	Leadership and the decision-making process. Delusion of success. Cognitive biases and heuristics. (*skim)
8	6/26	Leading Organization -Vision, Mission, Strategy -Organization Culture	Case Analysis	The new analytics of culture. <i>Case: Amazon - Cult or Culture.</i>
9	7/3	Virtual Simulation	Simulation	Simulation Due End of Class on 7/3
10	7/10	Team Presentation	Presentation	Presentation Material Due in Class on 7/10 Simulation Reflection Due on 7/14 @11:59pm
11	7/17	Managing Your Leadership Career -Resilience -Well-being	Leadership development activities	Becoming a Leader: Early Career Challenges Faced by MBA Graduates. Developing resilience and adaptability.
12	7/24	Authentic Leadership & Legacy Course Wrap-up	The lollipop moment	How will you measure your life. Leadership Portfolio Due on 7/28 @11:59pm